

3.R.1.1 Students are able to **use** decoding and word recognition skills to **develop** **vocabulary** and **increase fluency** when reading unfamiliar text.

Verbs Defined:

- use -- show what I know by reading orally and/or silently
- develop vocabulary -- recognize common sight words
- increase fluency -- read text quickly and accurately

Key Terms Defined:

- decoding -- taking a word apart and saying it accurately
- word recognition skills -- accurately reading a word without sounding it out (sight word)

Teacher Speak:

Students are able to use (show what I know by reading orally and/or silently) decoding (taking a word apart and saying it accurately) and word recognition skills (accurately reading a word without sounding it out) to develop vocabulary (recognize common sight words) and to increase fluency (reading text quickly and accurately) when reading unfamiliar text.

Student Speak:

I can read unfamiliar text by showing what I know by reading orally and silently (use)

- accurately sounding out words (decoding)
- accurately reading a word without sounding it out (word recognition skills)
- recognizing common sight words (develop vocabulary)
- reading text quickly and accurately (increase fluency)

3.R.1.2 Students are able to **use** comprehension strategies to **read** and **understand** unfamiliar words, phrases, and passages.

Verbs Defined:

- use – show what I know by writing and/or speaking

Key Terms Defined:

- comprehension strategies:
 - connecting – text to text, text to self, text to world
 - questioning – before, during, and after
 - inferring – Making predictions and drawing conclusions from text
 - visualizing
 - determining importance
 - synthesizing – bringing together what I know and creating new meaning based on my understanding of the text
 - monitoring for meaning

Teacher Speak:

Students are able to use (show what I know by writing and/or speaking) comprehension strategies (connecting, questioning, inferring, visualizing, determining importance, and synthesizing) to read and understand unfamiliar words, phrases, and passages.

Student Speak:

I can read and understand unfamiliar words, phrases, and passages by showing what I know by writing and/or speaking using

- connecting – text to text, text to self, text to world
 - questioning – before, during, and after
 - inferring – making predictions and drawing conclusions from text
 - visualizing
 - determining importance
 - synthesizing – bringing together what I know and creating new meaning based on my understanding of the text
 - monitor for meaning
- (comprehension strategies).

3.R.1.3 Students are able to **identify** text organizational features and their purpose in fiction and informational text.

Verbs Defined:

- identify – name by writing, speaking and/or showing

Key Terms Defined:

- text organizational features:
 - table of contents
 - chapter headings
 - title page
 - illustrations
 - captions
 - glossary
 - headings
 - bold and italic print
 - index
- purpose – tell how it is used
- Informational text – nonfiction

Teacher Speak:

Students are able to identify (name by writing/speaking/showing) text organizational features (table of contents, chapter headings, title page, illustrations, caption, glossary, headings, bold and italic print and index) and their purpose (tell how it is used) in fiction and informational text (nonfiction).

Student Speak:

I can name by writing/speaking/showing (identify) and tell how to use (purpose) fiction and nonfiction (informational text) text organizational features:

- table of contents
- chapter headings
- title page
- illustrations
- caption
- glossary
- headings
- bold and italic print
- index

3.R.2.1 Students are able to **locate**, **describe** and **use** text structures to **expand** meaning in a selection.

Verbs Defined:

- locate -- find by showing
- describe -- explain by telling and/or writing
- expand meaning -- know more about

Key Terms Defined:

- Text Structures:
 - sequencing main events
 - problem and problem solving
 - beginning, middle, and end
 - cause/effect

Teacher Speak:

The student will be able to locate (find by showing) describe (explain by telling and/or writing) and use text structures (sequencing main events, problem and problem solving, beginning, middle, and end, cause/effect) to expand (know more about) meaning in a selection.

Student Speak:

I can find by showing (locate), explain by telling and/or writing (describe), and use

- sequencing main events
- problem and problem solving
- beginning, middle, and end
- cause/effect

(text structures) to know more about (expand meaning) a selection.

3.R.2.2 Students are able to **distinguish** differences among various literary elements and devices in grade level texts.

Verbs Defined:

- distinguish -- show by writing and/or telling how things are alike and different

Key Terms Defined:

- literary elements
 - characterization
 - setting
 - plot
 - main idea
- literary devices
 - rhyme patterns
 - alliteration

Teacher Speak:

The student will be able to distinguish differences (show by writing and/or telling how things are alike and different) among various literary elements (characterization, setting, plot, main idea) and literary devices (rhyme and alliteration) in grade level texts.

Student Speak:

I can show by writing and/or telling how:

- character traits (characterization)
- when and where the story takes place (setting)
- events leading to problem and solution (plot)
- theme (main idea)

(various literary elements) and

- words that end with the same sound (rhyme)
- words that begin with the same sound (alliteration)

(literary devices) are alike and different (distinguish) in grade level texts.

3.R.3.1 Students are able to **respond** to ideas and attitudes expressed in literature by **making personal connections**.

Verbs Defined:

- respond -- write and/or tell

Key Terms Defined:

- ideas and attitudes -- thoughts and feelings
- personal connections -- text to self connections

Teacher Speak:

The students are able to respond (write and/or tell) to ideas and attitudes (thoughts and feelings) expressed in literature by making personal connections (text to self connections).

Student Speak:

I can write and/or tell (respond) about thoughts and feelings (ideas and attitudes) expressed in literature by text to self connections (personal connections).

3.R.4.1 Students are able to **gather** information to **research** a topic.

Verbs Defined:

- gather -- collect
- research -- find out about

Key Terms Defined:

- information -- printed text: almanac, atlas, website, map, traditional encyclopedia

Teacher Speak:

Students are able to gather (collect) information (printed text) to research (find out about) a topic.

Student Speak:

I can collect (gather) printed text (information) from:

- almanac
- atlas
- website
- map
- traditional encyclopedia

to find out about (research) a topic.

3.R.4.2 Students are able to **utilize** a set of directions, a model, or diagram in order to **complete** a project.

Verbs Defined:

- utilize -- make use of
- complete -- finish

Key Terms Defined:

- model --3 dimensional object
- diagram -- 2 dimensional picture

Teacher Speak:

The students are able to utilize (make use of) a set of directions, a model (3 dimensional object), or diagram (2 dimensional picture) in order to complete (finish) a project.

Student Speak:

I can make use of (utilize) a set of directions, a 3 dimensional object (model), or 2 dimensional picture (diagram) to finish (complete) a project.